

Transition Work Group Report

Presentation to the Higher Education
Advisory Committee

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Our Charge

Access to Post-Secondary Education

Preparation for Post-Secondary
Education

To Ensure Access and Preparation the Transitions Work Group has developed position statements on the following:

- Achieving Equity in High School Completion and Post-Secondary Participation
- K-12 Guidance and Advising Systems
- Dual Credit Programs
- Minimum Freshman Admission Standards for Public Baccalaureate Institutions
- Core Course Database
- Convert Minimum Freshman Admission Standards to Competency Language

Position Statement #1



Achieving Equity in High School Completion and Post-Secondary Participation

The K-12 system and public higher education system shall continue to identify, implement, and measure strategies that effectively promote high school completion, preparation for post-secondary experiences, college participation, and post-secondary success among all students who struggle or who have been underrepresented.

Position Statement #1

Rationale

Two assertions support position statement #1.

First, evidence suggests that bringing along students who are struggling the most enriches the entire system.

Second, since particular programs work with particular student populations, each school will need to find its own way to achieve maximum success.



Position Statement #2

K-12 Guidance and Advising Systems

The state shall encourage each school district to implement a guidance and advising system that begins in elementary school; is intensive, student-centered, and curriculum driven; and complies with the five principles below that under gird Navigation 101 and shall develop a funding model to support it.

1. Consistent relationship with advisor for entire time in school
2. Student planning of curriculum
3. Student-led advisor, parent conference
4. Focus on data and evaluation
5. Development of a student-driven master schedule

Position Statement #2 Rationale

Programs built on these five principles remove barriers by:

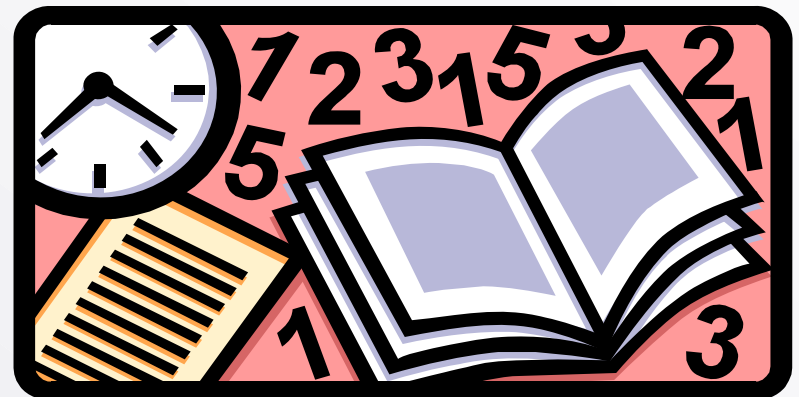
1. Encouraging students to achieve adequate preparation to achieve their life goals.
2. Teaching students and families how to be educational consumers and how to understand and use the educational system.
3. Encouraging self-exploration and self-direction.
4. Building on a model of cultural competence.
5. Focusing on data and evaluation to ensure continuous quality improvement within schools.
6. Increasing the likelihood that all students who wish to be, will be college ready.
7. Emphasizing financial planning to enable access.
8. Engaging families.
9. Serving all students equally.



Position Statement #3

Dual Credit Programs

The work group supports an array of dual credit options, including but not limited to: College in the High School, Running Start, Advanced Placement, International Baccalaureate, and Tech-Prep.



Position Statement #3 Cont.

Dual Credit Programs

Additionally, the work group:

1. Encourages ensuring access and opportunity for all students, particularly ensuring that students of color and low-income students can participate.
2. Encourages the state to expand opportunities to meet the needs of all students.
3. Agreed that each option for dual credit should have clearly articulated and well-publicized operational guidelines.
4. Supports the guidelines for College in the High School being established through collaboration among OSPI, SBCTC, HECB, and COP and a funding formula to support these programs.

Position Statement #3

Rationale



Considerable evidence supports the effectiveness of dual-credit programs in encouraging students who might not otherwise have aspired to post-secondary education to change their educational and career trajectories. Further, different options within the array meet the needs of students who vary on demographic variables.

Discussion of Position Statements 1-3

Position Statement #4

Minimum Freshman Admission Standards for Public Baccalaureate Institutions

Members endorse the December 2004 revision of the Minimum Freshman Admissions Standards except that they propose the following clarifications:

1. The math requirements should read - All students will
 - successfully complete intermediate algebra or integrated math III and will take a quantitatively-based course in their senior year, OR
 - successfully complete math through pre-calculus.
2. The academic distribution requirements should read - Students must complete a minimum of three core academic credits during each year of high school.

Position Statement #4 Cont.

Minimum Freshman Admission Standards for Public Baccalaureate Institutions

Members also encourage the HECB to ensure that the Minimum Freshman Admission Standards are easily understood, widely communicated, and equitably promoted to all students and their families in the K-12 system beginning early enough in the K-12 experience that students are empowered to make choices that provide options later in life.

Position Statement #4

Rationale



Successful completion of intermediate algebra, immersion in quantitative skill development, and recency of quantitative skills prior to college entry prepare students to complete college-level quantitative competencies.

Position Statement #5

Core Course Database



The HECB shall work with OSPI and the public baccalaureate institutions to ensure that the core course database related to the Minimum Freshman Admissions Standards is updated, maintained, widely understood, and equitably promoted. The guidelines for the database should provide instructions for schools about the expected content of the courses that are listed in the database.

Position Statement #5

Rationale

A current database based on commonly understood expectations eases transition for students from high school to college.





Position Statement #6

Convert Minimum Freshman Admission Standards to Competency Language

The HECB in consultation with college and university faculty and other partners shall complete a version of the Minimum Freshman Admissions Standards in competency language building on existing college readiness standards alignment. The Transitions Math Project is exemplary of the development of college readiness standards in competency terms.

Position Statement #6

Rationale

Competency language provides clarity about the skills students are expected to demonstrate in order to be college ready and removes ambiguity that can arise from course names.



Discussion of Position Statements 3-6